# BLM 1.2.2: Video Transcript

KNAER Fractions Project - SCDSB

Video Transcription of May 21, 2013 Lesson Debrief

*The teacher team has just observed a lesson in a grade 6 classroom (see the lesson plan attached) and is debriefing their observations.*

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| **Video Transcript** | **Code** | **Why did the facilitator choose this strategy at this point? *or* How did this strategy serve the group appropriately?** |
| *Danielle*: I had similar observations to those already mentioned. One I noticed that we haven’t yet covered was that there appeared to be a lot of whole number thinking in terms of the representations. For example, all the number lines, it wasn't in terms of fractions, it was often 0, 10 and 100 and even 50 and when they got to the adding. Neil and Michael that sat beside me, they wrote  plus  and they did stacked addition of  plus  seven times. But they wrote 21 because they added the 3s and then they went plus 3 plus 3 and said that's 27 and you've got a remainder of 1. There were a lot of times that I felt kids were really thinking whole number addition. We've had a chance to all share. Now that you've heard everybody else's observations, is there anything else now that kind of jumps out at you that we should make note of?  *Cheryl*: Just even getting their heads around the number line again, because you know we've gone to the number line lots this year but it's almost like you're starting, reminding them all over again about how to use the number line and a lot of them still don't really want to go to it.  *Anne-Marie*: You know what we haven't mentioned? We haven't documented the conversation about the 2 and the boy who got confused about the number line and 1 and 2 and so is your whole 2 or is your whole 1?  *Danielle*: What would you say would be the main point of that observation is around the 1 and the 2?  *Anne-Marie*: He had in his mind, 1 is my benchmark. 1 is the whole, and by that other boy showing 2 as the whole, it kind of rocked his world.  *Danielle*: So, there was some struggle on his part of making sense of a number line being other than 0 to 1 and what was the whole if you have the number line beyond 1 right?  *Anne-Marie*: Right. That's exactly it. Yes.  *Heidi*: All of these fractions are less than one. So it just might have been the example we chose to go over on the board.  *Danielle*: I think that's worthwhile to come back to because what's the difference between the kids seem to accept the number lines from 0 to 100 or 0 to 10. When they saw the number line 0 to 2 they didn't seem to as readily accept it?  *Cheryl*: And they were putting them out of 100 because to me they were relying on common denominators to do the comparisons. I can totally see where it was coming from.  *Judy*: I don't think there's anything wrong with that. I think that's what we want to encourage, their facility and switching from fractions to decimals and percents if they're doing it accurately. So they can say ‘for this task, decimal works best for me; for this, fractions; for this, percents’.  *Shelley*: If we look at Heidi's group, they were given the number line that went from 0 to 1 and they all picked proper fractions. We made it an instructional decision to not give Cheryl’s student the number line that goes from 0 to 1 to see how they would address scale and I think by not even giving them a number line we opened up the question so much that they went to the number facts first and made the fractions fit. It's not right or wrong, it's just that that tiny little decision shifted the question so we know a lot about what they know about decimals and percents. As a result, I don't know anything about their ability to answer a question like ‘Consider  and . What is the sum of these two fractions closest to’. So, that to me, is most fascinating about the whole thing. It's just that we didn't give them a number line and you can't see any comparison or similarities between those two fractions.  *Danielle*: What are your decisions around moving forward around the number line? I've heard you talk about putting just a line on the problem. You've talked about actually putting 0 and 1. You've had some discussions around what kids are thinking around whole numbers of 100 and 10. So what are your thoughts around some of those things? What should we be thinking about as we move forward? |  |  |